

# Study on the Influence of Parental Education and Occupation on the Achievement Motivation of Adolescents

Dr. B. Rosy Krupa Rajitha

Teaching Associate, Department of HDFS, C.H.Sc, Hyderabad, India

**Abstract:** *The present study aims to find out whether there is any significant influence of parental education and occupation on the achievement motivation of adolescents. The final sample of the study comprised of 588 subjects, randomly selected from 10<sup>th</sup> and Intermediate classes of schools and Junior colleges in Guntur District, Andhra Pradesh, India. Fathers and mothers of the 588 subjects also were included in the sample. To assess Achievement motivation, Deo-Mohan Achievement Motivation Scale(DAMS) was used and information from the parents (fathers and mothers) of the selected sample was gathered to assess the parental influence. The obtained data was analyzed by using analysis of variance and t-tests. Results revealed that parental education and occupation had a significant influence on the achievement motivation of their adolescent children.*

**Keywords:** Achievement Motivation, Parental Influence, Mothers education, Fathers education, Fathers occupation, Mothers occupation, Adolescents

## 1. Introduction

All parents will have certain expectations and aspirations regarding their children's future. Parental aspiration is the concerned desire or wish of the parents for their children or the parent's longing for what is above or beyond their future. Parents weave a lot of hopes and dreams about their children's future. These expectations invariably get reflected either directly or unconsciously in the parents' behavior towards children and may assume crucial importance in shaping their future. Turbulence, frustrations and misgivings may arise in the family when parental aspirations are not in line with their adolescents. As a result it can influence the achievement motivation of their children.

Achievement motivation is generally regarded as the drive to achieve targets and the process to maintain the drive. Development of achievement motivation is greatly influenced by family and its roots are traced to the early childhood experiences and child rearing practices.

Parental expectations and aspirations have substantial, or even large, effects on the achievements of their children. Positive correlations between parental expectations and student achievement have been documented in several recent studies ((Davis-Kean, 2005; Pearce, 2006; Vartanian et al., 2007; Yamamoto & Holloway, 2010).

An attempt was made to find out whether there is any significant influence of parental education and occupation on the achievement motivation of their children. Necessary information was gathered from both fathers and mothers of the subjects.

## 2. Objectives

- 1) To find out the influence of parental education on achievement motivation of adolescents.
- 2) To study the influence of parental occupation on achievement motivation of adolescents.

## 3. Hypothesis

- 1) Parental (fathers' and mothers') education would not influence the achievement motivation of adolescents.
- 2) Parental (fathers' and mothers') occupation would not influence the achievement motivation of adolescents.

## 4. Sample of the Study

The total sample for the study comprised of 588 subjects randomly selected from 10<sup>th</sup> and Intermediate classes of schools and colleges in Guntur District, Andhra Pradesh. Information about the Parents' education and occupation was gathered from the fathers and mothers of the 588 subjects. Table 1 shows distribution of the sample.

**Table 1:** Distribution of the Subjects for final study

Category	Tenth standard	Intermediate	Total
Adolescents	243	345	588
Fathers	243	345	588
Mothers	243	345	588

## 5. Tools

- 1) Deo-Mohan Achievement Motivation Scale (DAMS) developed by Deo and Mohan(1985) was used to measure the achievement motivation of the subjects.

## 6. Data Collection

The tool was pretested and the reliability and validity of the scales were established. The final forms were administered on the selected sample and the necessary data was collected.

## 7. Data Analysis and Interpretation

The data collected was pooled, tabulated and was analysed. Analysis of Variance and t-tests were the statistical techniques applied.

Volume 5 Issue 10, October 2016

[www.ijsr.net](http://www.ijsr.net)

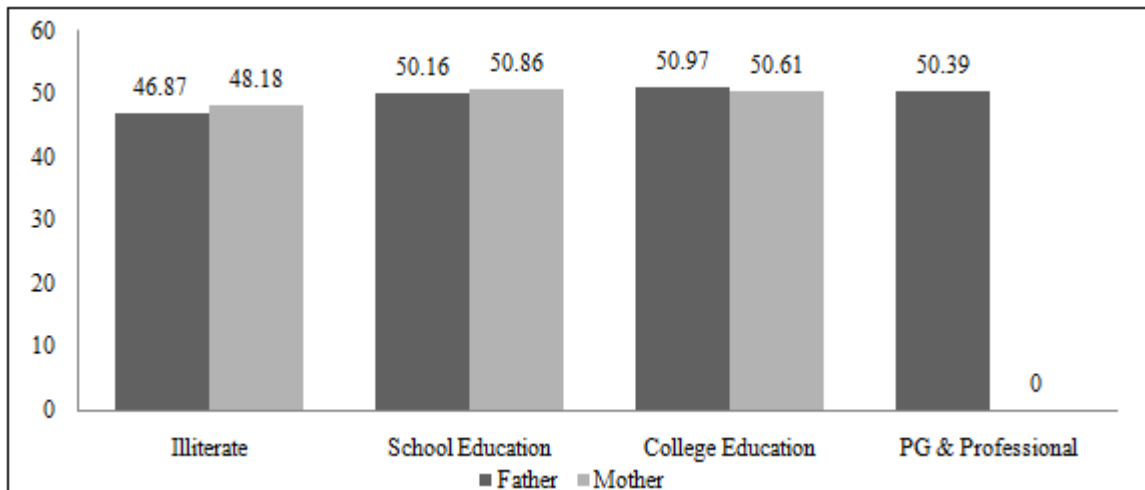
Licensed Under Creative Commons Attribution CC BY

Table 2 and Fig. 1 show the Parental Education-wise distribution of achievement motivation scores of the subjects.

**Table 2:** Parental Education-wise Distribution of Mean Scores of Adolescents on Achievement Motivation

S.No	Parent	Educational Level	Number	Mean	SD	f-value	t-value
1	Father	Illiterate	80	46.87	11.17	3.31*	t <sub>12</sub> - 3.46*
		School Education	243	50.16	10.25		t <sub>23</sub> - 0.79@
		College Education	186	50.97	9.28		t <sub>13</sub> - 4.00*
		PG & Professional	79	50.39	9.13		t <sub>14</sub> - 2.17* t <sub>24</sub> - 0.19@ t <sub>34</sub> - 0.47
2	Mother	Illiterate	175	48.18	10.36	4.21*	t <sub>12</sub> - 3.08*
		School Education	274	50.86	10.05		t <sub>23</sub> - 0.21@
		Higher Education	139	50.61	9.18		t <sub>13</sub> - 2.06*

\*Significant at 0.05 level



**Figure 1:** Parental Education-wise Distribution of Mean Scores of Adolescents on Achievement Motivation

Parental education has direct influence on the academic achievement of their children (Sharma and Tahira, 2011). Parental education was significantly related with motivation of the students (Wang, 2009). The more educated the parents, the greater was their encouragement in their child's education, better was the educational achievement of their children (Kohl et al., 2000). Higher the level of parental education, better the achievement motivation in academic area (Acharya & Shobhna, 2009). However in the present study the educational level of both father and mother had a significant influence at 0.05 level on the achievement motivation of their adolescent children. The higher the educational level of the parents, the greater was the achievement motivation of their children. Parents with

higher education expect higher achievement from their children.

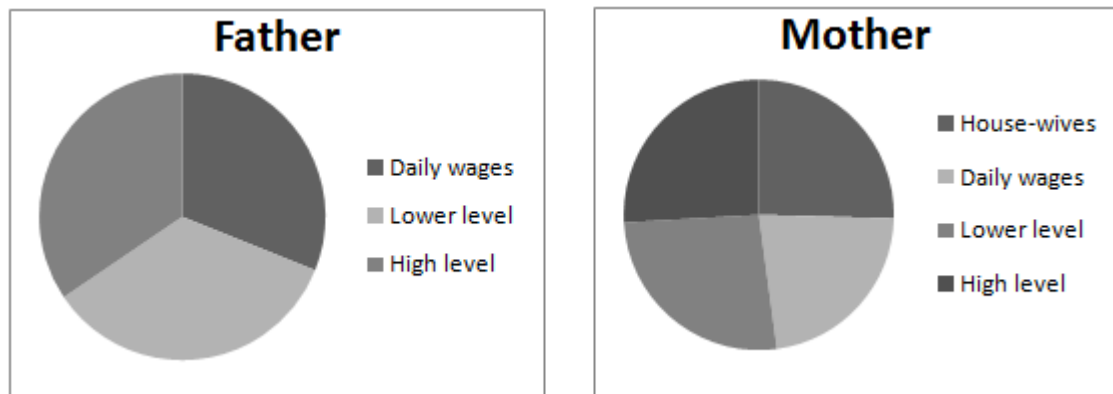
Results of Bahago, 2011 indicated that academic achievement of the girls was influenced by parental education levels. In terms of time spent with the child, the mothers have more opportunities than fathers to influence the interests of children, because in our culture the child rearing is generally recognized as the mother's privilege and responsibility.

Hence it leads to the rejection of the first hypothesis i.e. Parental (fathers' and mothers') education would not influence the achievement motivation of adolescents.

**Table 3:** Parental Occupation-wise Distribution of Achievement Motivation Scores of Adolescents

S.No	Parent	Occupational level	Number	Mean	SD	f-value	t-value
1	Father	Daily wages	79	45.61	9.99	6.77**	t <sub>12</sub> - 3.98*
		Lower level	350	50.54	9.74		t <sub>23</sub> - 0.03*
		High level	159	50.57	10.05		t <sub>13</sub> - 3.60*
2	Mother	House-wives	385	50.13	9.91	7.07**	t <sub>12</sub> - 4.20*
		Daily wages	50	44.23	9.27		t <sub>23</sub> - 4.68*
		Lower level	118	51.70	9.90		t <sub>13</sub> - 1.51@
		High level	35	51.09	9.80		t <sub>14</sub> - 0.39@ t <sub>24</sub> - 3.25* t <sub>34</sub> - 0.32@

\*\*Significant at 0.01 level



**Figure 2:** Parental Occupation -wise Distribution of Mean Scores of Adolescents on Achievement Motivation

From table 3 it is evident that both fathers' occupations and mothers' occupations were found to have a significant influence at 0.01 level on the achievement motivation of their adolescent children. Adolescents whose fathers and mothers work on daily wages obtained significantly lower score on achievement motivation compared to their peers from lower level and higher level parental occupations. A significantly high academic achievement was found in favour of non working mothers group than the working mothers group (Srivastava, 1993). Thus this leads to the rejection of the second hypothesis i.e. Parental (fathers' and mothers') occupation would not influence the achievement motivation of adolescents.

## 8. Conclusion

- 1) The findings clearly indicated that the parental education had a significant influence on the achievement motivation of their adolescent children.
- 2) The parental occupation had a significant influence on the achievement motivation of their adolescent children.

## References

- [1] Acharya.N and Shobhna. J.2009. Influence of Parents' Education on Achievement Motivation of Adolescents.Indian Journal Social Science Researches Vol. 6, No. 1, pp. 72-79 ISSN 0974-9837.
- [2] Bahago,Beatrice Ahmadu (2011) Intelligence of Achievement Motivation and Demographic Characteristic on Academic Performance of Nomadic Fulani Girls in Adamawa State. Submitted to the School of Postgraduate Studies, University of Jos. Retrieved from Internet on July 20, 2011.
- [3] Davis-Kean, P. D. (2005). The influence of parent education and family income on child achievement: the indirect role of parental expectations and the home environment. *Journal of Family Psychology*, 19(2), 294-304.
- [4] Kohl, G. O.,Lengue,L. J., and McMahon R. J. (2000) Parent Involvement in School:Conceptualizing Multiple Dimensions and Their Relations with Family and DemographicRiskFactors. *Journal of School Psychology*, 38, 6, 501- 523.
- [5] Linnenbrink, E.A. and Pintrich,P.R. (2002). Motivation as an enabler for academic success. *School Psychology Review*, 31, P.313-327
- [6] Pearce, R. R. (2006). Effects of cultural and social structural factors on the achievement ofwhite and Chinese American students at school transition points. *American EducationalResearch Journal*, 43(1), 75-101.
- [7] Sharma, Manika and Tahira Khatoon (2011) Family Variables as Predictors of Students Achievement in Science. *Journal of Community Guidance & Research*, 28, 1, 28-36.
- [8] Srivastava, S. (1993). Impact of Mothers Employment and Family Climate on Academic Achievement, Creativity and Sociability of Students at the Higher Secondary Stage. Ph.D Education, University of Lucknow. In Sansanwal, D.N. (ed.) *Sixth Survey of Research in Education (1992-2006)*. www.deviahilyauniversity.ac.in.
- [9] Vartanian, T. P., Karen, D., Buch, P. W., & Cadge, W. (2007). Early factors leading to college graduation for Asians and non-Asians in the United States. *The Sociological Quarterly*, 48(2), 165-197.
- [10] Wang Meifang, Sun and Dan Xing (2009). Intelligence, Achievement Goals and Academic Achievement of Rural Adolescents: Cross-Lagged Regression Analysis, *Psychological Research*. Retrieved from internet, [www.en.enki.com.cn](http://www.en.enki.com.cn).
- [11] Yamamoto, Y.; & Holloway, S. D. (2010). Parental expectations and children's academic performance in socio-cultural context. *Educational Psychology Review*, 22(3), 189-214.